Paper Reference(s) BHS01
Pearson BTEC Level 1/Level 2 Tech Award

Health and Social Care

COMPONENT 1: Human Lifespan Development

Pearson Set Assignment

June 2023

Time: 6 hours (approximately)

Pearson

YOU MUST HAVE

Nil

YOU WILL BE GIVEN

Nil

INSTRUCTIONS

This assessment may be given to learners as soon as it is received. This assessment is for use with the May 2023 – June 2023 moderation series. Please refer to the Administrative Support Guide for further information and mark submission deadlines.

Instructions to Learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 6 supervised hours to complete.

This is divided into approximately:

- **1·5 hours to complete Task 1**
- **1·5 hours to complete Task 2**
- **1 hour to complete Task 3a**
- **2 hours to complete Task 3b.**

These timings are for guidance only, but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

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Instructions to Learners continued.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work MUST be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access, such as your own course notes and access to the internet to source audio/visual content. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

Vocational context

When working in health and social care it is important to understand how humans grow and develop physically, intellectually, emotionally and socially, through each of the six life stages.

Having a good understanding of the human lifespan means you can identify when factors or life events are positively or negatively impacting on this process.

Tasks

Task 1 – PIES growth and development through life stages

Produce a report on the physical, intellectual, emotional and social (PIES) growth and development that occurs in the life stages of ADOLESCENCE and MIDDLE ADULTHOOD.

Your report must include:

- **how an individual's PIES characteristics grow and develop through the life stages of ADOLESCENCE and MIDDLE ADULTHOOD**
- **how the PIES characteristics have changed from ADOLESCENCE to MIDDLE ADULTHOOD.**

Learning outcome covered

Outcome A: Understand human growth and development across life stages and the factors that affect it

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1 continued.

Checklist of evidence required

Your report can take ONE of the following formats:

- **a written response which can include supporting images**
- **an audio or video recording of you**
- **a presentation which can include any combination of:**
  - **text**
  - **images**
  - **audio/video content lasting no more than 3 minutes.**

Supervised hours to complete the task

You will need approximately 1·5 hours to complete Task 1.

(Total for Task 1 = 12 marks)

Task 2 – Impact of different factors on PIES growth and development through the life stages

Produce a report on how specific factors can affect the PIES growth and development of individuals in the life stages of ADOLESCENCE and MIDDLE ADULTHOOD

Your report must include:

- **how the factors of GENDER ROLES AND EXPECTATIONS and HOUSING NEEDS, CONDITIONS AND LOCATION impact the PIES growth and development of individuals in ADOLESCENCE and MIDDLE ADULTHOOD**
- **the reasons why there is a difference in the impact of the factors between the given life stages.**

Learning outcome covered

Outcome A: Understand human growth and development across life stages and the factors that affect it

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2 continued.

Checklist of evidence required

Your report can take ONE of the following formats:

- **a written response which can include supporting images**
- **an audio or video recording of you**
- **a presentation which can include any combination of:**
  - **text**
  - **images**
  - **audio/video content lasting no more than 3 minutes.**

Supervised hours to complete the task

You will need approximately 1·5 hours to complete Task 2.

(Total for Task 2 = 12 marks)

Task 3a – Impact of life events on PIES growth and development

Read the case studies on DMITRI and JUDITH provided in Appendix 1.

Produce a report that considers how each of their life events has impacted on their growth and development PHYSICALLY, INTELLECTUALLY, EMOTIONALLY and SOCIALLY.

Learning outcome covered

Outcome B: Understand how individuals deal with life events

Checklist of evidence required

Your report can take ONE of the following formats:

- **a written response which can include supporting images**
- **an audio or video recording of you**
- **a presentation which can include any combination of:**
  - **text**
  - **images**
  - **audio/video content lasting no more than 3 minutes.**

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3a continued.

Resources needed

Case studies for Task 3a and 3b which can be found in Appendix 1.

Supervised hours to complete the task

Learners would need approximately 1 hour to complete Task 3a.

(Total for Task 3a = 12 marks)

Task 3b – How individuals adapt to life events

Produce a report on how DMITRI and JUDITH, in the case studies provided in appendix 1, have adapted to life events.

Your report must include:

- **the different sources and types of support Dmitri and Judith accessed to adapt to their life events**
- **the character traits that influenced how Dmitri and Judith coped with their life events**
- **a comparison of the ways that Dmitri and Judith adapted to their life events and the role that support played**
- **an additional source of support for each individual that is not already mentioned in the case studies and reasons why these sources might be appropriate to Dmitri's and Judith's life events.**

Learning outcome covered

Outcome B: Understand how individuals deal with life events

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3b continued.

Checklist of evidence required

Your report can take ONE of the following formats:

- **a written response which can include supporting images**
- **an audio or video recording of you**
- **a presentation which can include any combination of:**
  - **text**
  - **images**
  - **audio/video content lasting no more than 3 minutes.**

Resources needed

Case studies for Task 3a and 3b provided in Appendix 1.

Supervised hours to complete the task

Learners would need approximately 2 hours to complete Task 3b.

(Total for Task 3b = 24 marks)

TOTAL FOR SET ASSIGNMENT = 60 MARKS

Appendix 1: Case studies for Task 3a and 3b

Case study 1

Dmitri, aged 25, has recently qualified as a civil engineer and moved jobs from the company where he completed his training to a position in a new company. This involves travelling for 45 minutes more each day than he did previously.

He has a wife and two young children. His wife works long hours at the local hospital.

At work Dmitri has responsibility for several workers. Although he is enjoying the challenges in his new job, which have boosted his self-esteem, he is struggling with some of his co-workers who have been in the company a long time and are much older than him. Dmitri is very resilient, and this will help him deal with the issues in his life.

When Dmitri is not at work, he attends his local church. There he meets people who he enjoys talking to. He has a good relationship with the priest who is a similar age to him.

Dmitri's parents live close by, and they have a good relationship with their grandchildren. Dmitri and his family visit his parents several times a week. They usually have a meal with them at the weekend and the grandchildren sometimes sleep over at their grandparent's house on those nights.

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Appendix 1 continued.

Case study 2

Judith aged 59, has recently retired from work as a pharmacist at her local hospital. She is finding the change difficult and has realised she has no friends outside of her old workplace. She has taken a drop in income to retire, and this has caused her to worry about her ability to cope financially. She is becoming increasingly anxious about her situation and her negative disposition means she is struggling to cope.

At work she was an active member of the 'social committee' who organised nights out for the department. Her friends who still work in the department have invited her to continue going to the nights out, but she does not feel comfortable doing so. She is worried that she will not be welcomed by some of the colleagues who used to work for her, and as a result she is feeling socially excluded.

Judith is Jewish and has been an active member of her place of worship in the past, but as her position at work became more time consuming, she stopped going as often. She feels that the congregation, who are mostly older than her, would not understand the problems she is having because of her retirement. The rabbi (religious leader) is new to the area, and she does not feel confident introducing herself to him due to her low self-esteem.

END OF TASK